DOCUMENT RESUME

ED 366 484 RC 019 479

TITLE	State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report 1993-1994.
INSTITUTION	Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE	Dec 93
NOTE	37p.; For the 1992-1993 report, see ED 355 078.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Bilingual Education; Elementary Secondary Education; Federal Programs; Hispanic Americans; *Migrant Education; Parent Participation; *Program Evaluation; Reading Instruction; *Teacher Attitudes
IDENTIFIERS	*ECIA Chapter 1 Migrant Programs; *Saginaw City School System MI

ABSTRACT

The Saginaw (Michigan) School District bilingual and migrant programs operated as one program at 24 elementary schools, 4 junior high schools, and both high schools. The state bilingual program served 633 students, primarily Hispanics, and 585 students in the migrant program, but there was considerable overlap between enrollments. Services consisted primarily of supplemental instruction for 30 minutes per week on a pullout basis. Staff members (five teachers, one advisor, and three aides) completed process questionnaires. Program strengths identified included instruction in a multitude of areas, increased parent involvement, availability of a variety of materials and supplies, emphasis on reading instruction, flexibility in scheduling, and progress monitoring. Weaknesses of the programs included unreasonable teacher caseloads and lack of space for instruction. Recommendations for program improvement involve offering inservice training for regular education staff to better meet the needs of bilingual and migrant students, and establishing centralized sites for services to increase instructional time and space. Appendices list program enrollments by building, explain identification and eligibility procedures, and provide a copy of the process questionnaire and results. (KS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 366 484

EVALUATION REPORT

STATE BILINGUAL AND ECIA
CHAPTER 1 MIGRANT PROCESS
EVALUATION REPORT

1993-94

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Richard Norman Claus
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SCHOOL DISTRICT OF THE CITY OF SAGINAW

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Saginaw, Michigan

RC 019479

BEST COPY AVAILABLE

STATE BILINGUAL AND ECIA CHAPTER 1 MIGRANT PROCESS EVALUATION REPORT

1993-94

An Approved Report of the

Department of Evaluation, Testing, and Research

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Barry E. Quimper, Director
Evaluation, Testing & Research

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

December, 1993

TABLE OF CONTENTS

	Page
PROGRAM DESCRIPTION	1
State Bilingual Program	1
Migrant Program	1
Eligibility Criteria For Both Programs	2
PRESENTATION OF PROCESS DATA	3
Strengths of the State Bilingual/Migrant Programs	3
State Bilingual/Migrant Combined	3
Bilingual	4
Migrant	4
Future Program Improvement Ideas	5
Weaknesses Of The State Bilingual/Migrant Programs	5
State Bilingual/Migrant Combined	5
Future Program Improvement Ideas	5
RECOMMENDATIONS	6
APPENDICES	8
Appendix A: Counts Of Program Participants; Identification And Eligibility Procedures For State Bilingual/Migrant Students; and Procedures For The Identification Of Students Eligible For Bilingual Education Funding Summary Flow Chart	9
Appendix B: 1993-94 Migrant/Bilingual Education Process Evaluation Questionnaire	17
Appendix C: 1993-94 Migrant/Bilingual Education Process Evaluation Questionnaire Results	23

PROGRAM DESCRIPTION

The Section 41, State Bilingual Education program, and the E.C.I.A., Chapter 1, Migrant Education program are programs designed to meet the special educational needs of bilingual and migrant students in the School District of the City of Saginaw. These programs were operated by the school district during the 1993-94 school year.

The State Bilingual and Migrant programs operated at 24 elementaries, four middle schools, and both high schools. Instruction was provided primarily on a pullout basis, with each student receiving approximately thirty minutes of supplemental instruction per week.

STATE BILINGUAL PROGRAM

The State Bilingual program served approximately 633 participants during the 1993-94 school year (see Appendix A for counts by building and grade). The vast majority of the students were Hispanic, with a small number of Laotian (Hmong) students completing the program population.

Instruction was provided to K-5 students primarily in the area of reading. Students in grades 6-12 also received instruction in the basic skills, as well as counseling and support services.

The State Bilingual program served students whose primary language was other than English, or who came from a home environment where a language other than English was regularly used.

MIGRANT PROGRAM

The Migrant program provided supplemental reading, mathematics, and communication skills instruction for the children of Migrant workers. A total of 585 students PK-12 participated in the program (see Appendix A for counts of participants by building and grade).

The Migrant Education program served students whose families follow the crops or fishing industry for a livelihood, and as a result the students experienced educational discontinuity.

ELIGIBILITY CRITERIA FOR BOTH PROGRAMS

Although the program philosophies differ, the student populations overlap because, in most circumstances, a student in the Migrant program comes from an environment where English was not the primary language spoken in the home. In view of this fact, these two programs cooperate as one, the staff serving the students were the same, and all materials and activities were shared by the programs.

A complete description of student eligibility criteria for each program is given in Appendix A. It should be noted that the State Bilingual program does have a complex set of criteria to be satisfied before a child can participate. However, the basic element in the eligibility process is collecting a Home Language Survey (HLS) from all potentially eligible students district-wide.

PRESENTATION OF PROCESS DATA

The 1993-94 State Bilingual/Migrant Process Questionnaire (see Appendix B) was handed to staff members November 29, 1993 at a staff meeting. Respondents were to return the completed questionnaires no later than December 13, 1993. This deadline was extended until December 17, 1993 when 9 of 9 (100.0%) staff members (five teachers, one advisor, and three aides) had returned their questionnaires.

What follows are the salient points stemming from this year's process evaluation efforts of the 1993-94 State Bilingual/Migrant programs. The program evaluator and supervisor reviewed the results and summarized them into a set of statements that were categorized as indicating a strength, or a weakness. The major findings follow. The tabulated results from all respondents can be found in Appendix C.

STRENGTHS OF THE STATE BILINGUAL/MIGRANT PROGRAMS

From a combined review of current findings, past achievements of the programs, and the present description of the programs by the supervisor and evaluator, the following strengths appear noteworthy.

State Bilingual/Migrant Combined

- Staff members assist students in a multitude of areas (math, reading, social studies, language/English, Spanish study skills, science, economics, counseling, etc.) as they attempt to build on student strengths in their attempts to upgrade students' academic abilities (questions 2 and 3).

- Open-ended responses of teachers concerning new self-initiated activities being or planned to be implemented suggest that they are trying many techniques to bring about more parent involvement (questions 11, 12, and 13).

- Bilingual/Migrant teachers and aides offer a great variety of new materials and supplies they need to work with students to help accelerate their learning (question 14).

Bilingual

- A total of 60% of the Bilingual teachers serve 55% or more of their State Bilingual students on a weekly basis (question 9).

- Teachers concentrate their weekly Bilingual instructional time (expressed as a percentage) in the area of reading (72%). While the advisor/aides concentrate their Bilingual instructional time in the area of counseling/guidance (35%) and reading (28%) (question 8).

Migrant

- Teachers concentrate most of their efforts in the area of reading (71%), while the advisor/aides concentrate their efforts in the areas of counseling/guidance (35%) and math (26%) (question 4).

- A review of the average weekly time spent per student and the variation of these times by staff member categories suggest that the program allows flexibility in the subject areas covered especially at the secondary level (question 4).

- Monitoring of student progress is accomplished mainly through teacher contacts, attendance records, and report cards. However, staff members do monitor progress by one or more of the following:

  -- California Achievement Test (CAT),
  -- teacher progress reports,
  -- weekly student contacts,
  -- teacher referrals, and
  -- working with students who do not do well (question 5).

- All teachers report that they have California Achievement Test (CAT) information and a majority report they use this information in instruction/advising (question 6).

Future Program Improvement Ideas

- If resources shrink and programming needs to be concentrated, teachers feel reading, language, math, plus culture instruction should be focused in grades K-2, while advisor/aides feel reading and culture instruction are the areas of primary focus for grades 6-8 (question 15).

- Most staff members see the need for more resources such as:

  -- more instructional time from specialized staff,
  -- additional staff, and
  -- more funds for new instructional programs and materials

  as the best ways to bring about more effective Migrant/Bilingual instruction (question 17).

WEAKNESSES OF THE STATE BILINGUAL/MIGRANT PROGRAMS

From a combined review of current findings, past achievements of the programs, and the present description of the programs, the following current weaknesses appear noteworthy.

State Bilingual/Migrant Combined

- While the average number of students seen per staff member for Migrant and State Bilingual (68 and 110 for teachers, and 27 and 13 for advisor/aides for each program respectively) seems reasonable when funding levels are considered, the large variations of student load by individual teachers and advisor/aides are beyond reasonable limits (question 1).

- Bilingual/Migrant staff have little space to provide an adequate instructional program at four elementary and four middle school site(s) (questions 7 and 10).

Future Program Improvement Ideas

- Staff members see the primary barrier to providing a better education to language minority/migrant students to be the lack of available instructional time (funding for this program effort) to deal with all the instructional needs stemming from the student's language minority background (question 18).

RECOMMENDATIONS

The recommendations that follow are based on this year's process evaluation and are intended to help bring about State Bilingual/Migrant program improvements. These recommendations take nothing away from a program that continues to show results in meeting the needs of disadvantaged language minority students.

The recommended ideas and techniques offered below stem from a perceived problem and are just one of the many ways to improve the performance of the program. As solutions are sought for optimum program operations, a dialogue/discussion should be undertaken to determine the best and most workable way to solve the perceived problem. The staff and evaluator should be brought into these discussions so that all involved would feel part of the proposed new operation of the program.

1. A set of district supported inservice offerings to regular education staff should be continued relative to the special needs of bilingual/migrant students. Support from curriculum heads (assistant superintendents for elementary, secondary, special and adult and continuation education) needs to be generated to increase the attendance of all teaching staff. These training sessions to be successful must enhance the awareness of staff regarding LEP students, increase the strategic strategies available to deal effectively with multi-cultural issues in student learning, allow teachers a greater understanding of cultural differences and how these difficulties may be used to achieve greater academic attainment, etc.

2. Due to space concerns relative to providing an adequate instructional program, small number of students by grade at various school sites and the limited number of State Bilingual/Migrant staff members, it may be more feasible if centralized sites for State Bilingual/Migrant services at the elementary, middle school, and high school levels are established. These centralized sites would hopefully use site-based decision making where one of their major priorities would be greater academic achievement in LEP, Migrant, and minority students from a multi-cultural background. Hopefully, school-wide Chapter 1 funds and general fund support would be allocated to these sites to help alleviate the inadequate resources to carry out the mission of Bilingual/Migrant education and provide much needed assistance to disadvantaged language minority students.

APPENDICES

APPENDIX A

1993-94 COUNT OF PROGRAM PARTICIPANTS*

PROGRAM: Total State Bilingual

COUNT OF PROGRAM PARTICIPANTS

Building	K	1	2	3	4	5	Total
E. Baillie	2	1	0	0	1	0	4
Coulter	2	6	2	0	2	1	13
Emerson	11	5	7	0	0	1	24
Fuerbringer	4	7	6	0	0	0	17
N. Haley	4	12	5	1	0	0	22
Handley	1	7	7	0	0	0	15
Heavenrich	5	0	2	0	0	1	8
Herig	11	15	15	1	0	0	42
Houghton	2	10	1	0	0	0	13
Jerome	19	21	8	0	1	0	49
Jones	5	2	3	1	0	0	11
Kempton	5	7	8	0	0	0	20
Longfellow	14	20	6	1	0	1	42
Longstreet	2	4	1	1	0	0	8
J. Loomis	11	12	12	0	0	0	35
Merrill Park	12	10	8	2	2	0	34
C. Miller	4	5	10	2	2	1	24
J. Moore	14	16	13	1	1	0	45
Morley	1	2	1	0	0	0	4
J. Rouse	14	26	12	1	2	1	56
Salina	0	2	1	2	0	0	5
Stone	16	22	6	0	1	0	45
Webber Ele.	18	33	8	5	1	0	65
Zilwaukee	2	2	1	0	0	0	5
TOTAL	179	247	143	18	13	6	606

*Count as of October 8, 1993 computer run that included all participants.

APPENDIX A

1993-94 COUNT OF PROGRAM PARTICIPANTS*

PROGRAM: **Total State Bilingual**

COUNT OF PROGRAM PARTICIPANTS

Building	6	7	8	Total
Central Middle	2	1	1	4
North Middle	1	2	2	5
South Middle	3	2	1	6
Webber Middle	3	1	1	5
TOTAL	9	6	5	20

*Count as of October 8, 1993 computer run that included all participants.

1993-94 COUNT OF PROGRAM PARTICIPANTS*

PROGRAM: **Total State Bilingual**

COUNT OF PROGRAM PARTICIPANTS

Building	9	10	11	12	Total
Arthur Hill	1	0	0	0	1
Saginaw High	2	4	0	0	6
TOTAL	3	4	0	0	7

*Count as of October 8, 1993 computer run that included all participants.

APPENDIX A

1992-93 COUNT OF PROGRAM PARTICIPANTS*

PROGRAM: Total Migrant

COUNT OF PROGRAM PARTICIPANTS

Building	PK	K	1	2	3	4	5	Total
E. Baillie	0	0	2	0	1	1	2	6
Coulter	1	1	1	1	1	0	2	7
Emerson	2	4	4	6	5	1	2	24
Fuerbringer	1	1	2	1	1	0	0	6
N. Haley	4	3	3	5	4	4	4	27
Handley	0	0	1	1	0	0	0	2
Heavenrich	0	1	0	1	1	0	1	4
Herig	2	4	1	4	1	4	1	17
Houghton	1	0	5	0	2	3	1	12
Jerome	1	1	1	1	0	2	1	7
Jones	1	2	2	1	1	0	1	8
Kempton	0	0	0	0	0	0	0	0
Longfellow	1	3	5	2	3	2	5	21
Longstreet	2	2	2	2	2	2	0	12
J. Loomis	0	2	7	9	2	5	1	26
Merrill Park	0	1	1	0	2	1	1	6
C. Miller	0	3	1	1	1	5	3	14
J. Moore	4	3	4	2	5	1	3	22
Morley	0	0	0	0	3	1	0	4
J. Rouse	4	6	13	8	3	6	2	42
Salina	0	0	0	1	1	0	0	2
Stone	3	4	5	4	6	5	4	31
Webber Ele.	3	6	18	5	7	14	6	59
Zilwaukee	0	1	1	0	0	0	0	2
TOTAL	30	48	79	55	52	57	40	361

*Count as of October 29, 1993 computer run that included all participants.

APPENDIX A

1992-93 COUNT OF PROGRAM PARTICIPANTS*

PROGRAM: Total Migrant

COUNT OF PROGRAM PARTICIPANTS

Building	6	7	8	Total
Central Middle	6	6	2	14
Handley	1	0	0	1
North Middle	8	11	10	29
South Middle	4	12	16	32
Webber Middle	12	10	11	33
TOTAL	31	39	39	109

*Count as of October 29, 1993 computer run that included all participants.

1992-93 COUNT OF PROGRAM PARTICIPANTS*

PROGRAM: Total Migrant

COUNT OF PROGRAM PARTICIPANTS

Building	9	10	11	12	Total
Arthur Hill	18	24	14	12	68
Saginaw High	19	19	3	5	46
TOTAL	37	43	17	17	114

*Count as of October 29, 1993 computer run that included all participants.

APPENDIX A

IDENTIFICATION AND ELIGIBILITY PROCEDURES FOR STATE BILINGUAL AND MIGRANT STUDENTS

State Bilingual

The first step in this procedure is that of student identification. Potential students are identified by means of a Home Language Survey (HLS). The survey is designed to determine if: 1) the native or first language is other than English or; 2) a language other than English is regularly used in the student's home or environment. Students in grades K-2 are eligible for the program on the basis of the HLS and parental permission. Students in grades 3-12 go through a more extensive eligibility system which is described below.

In addition to the HLS, students in grades 3-12 are also tested on one or two instruments for program eligibility. Students, who are new or have never been in the Bilingual program, are tested with a test of oral English proficiency. In Saginaw, the Language Assessment Battery (LAB) test is used for this purpose and is usually administered in the fall of each year. If the student scores at or below the 40th percentile, then the student is eligible. However, if the student scores above the 40th percentile, then the student an English reading achievement test. The California Achievement Tests CAT) are used for this purpose. If the student scores at or below the 40th percentile on CAT, then the student is eligible for the program. Finally parental permission is needed for program participation.

APPENDIX A

Students in grades 3-12, who were in the Bilingual program the previous year, go through a somewhat different eligibility procedure. These students are subject to a program exit criterion which is based on the student's post-test English reading achievement score. If the student's post-test score remains at or below the 40th percentile, the student is ineligible. However, eligibility is based on either the oral English language proficiency test score or the English reading achievement test score. In addition, a score that is used for eligibility is to be the result of a test administration no earlier than the spring of the preceding school year. It is, therefore, possible for a student to exceed the 40th percentile on the reading achievement test and become eligible when retested with the oral English proficiency test. The final eligibility requirement is that students:

> ... shall be enrolled in the Bilingual instruction program for three years or until the child achieves a level of proficiency in English language skills sufficient to receive an equal educational opportunity in the regular school program, whichever comes first.[1]

---

[1]Michigan Department of Education. (1979). Administrator's Manual for Bilingual Education Programs in Michigan 1979-80. Lansing: Bilingual Education Office, p. 4.

APPENDIX A

Migrant

Eligibility for the Migrant program is based solely on whether a student is one of three Migrant designations. The district does, however, attempt to serve those students with the greatest academic need, and nearly all Migrant students scored at or below the 40th percentile on an English reading achievement test.

The three designations of Migrant students are:

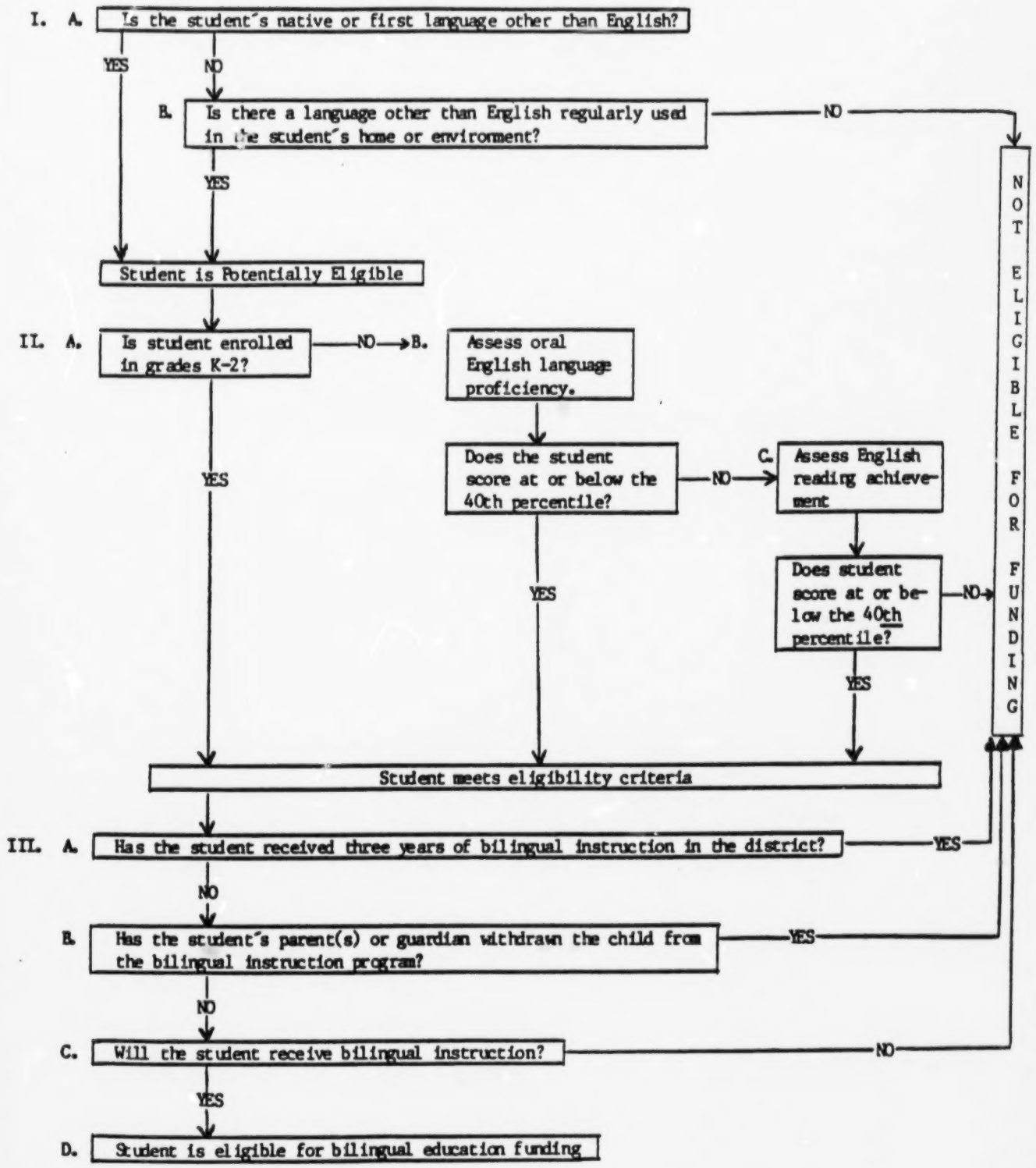
1) Interstate: Student has moved within the last year across state boundaries.

2) Intrastate: Student has moved within the last year across school district boundaries within the state.

3) Five Year Settled Out: Student has remained within a school district for at least five years.

APPENDIX A

PROCEDURES FOR THE IDENTIFICATION OF STUDENTS ELIGIBLE FOR BILINGUAL EDUCATION FUNDING SUMMARY FLOW CHART


I. A. Is the student's native or first language other than English?
YES
NO
B. Is there a language other than English regularly used in the student's home or environment?
NO
YES
Student is Potentially Eligible
II. A. Is student enrolled in grades K-2?
NO → B.
Assess oral English language proficiency.
YES
Does the student score at or below the 40th percentile?
NO
C. Assess English reading achievement
YES
Does student score at or below the 40th percentile?
NO
YES
NOT ELIGIBLE FOR FUNDING
Student meets eligibility criteria
III. A. Has the student received three years of bilingual instruction in the district?
YES
NO
B. Has the student's parent(s) or guardian withdrawn the child from the bilingual instruction program?
YES
NO
C. Will the student receive bilingual instruction?
NO
YES
D. Student is eligible for bilingual education funding

BEST COPY AVAILABLE

APPENDIX B

SCHOOL DISTRICT OF THE CITY OF SAGINAW

DEPARTMENT OF EVALUATION, TESTING, & RESEARCH

TO: State Bilingual/Migrant Staff

FROM: Richard N. Claus

RE: State Bilingual/Migrant Process Evaluation 1993-94

DATE: November 29, 1993

To help assist in planning efforts and to document certain aspects of the Bilingual/Migrant program, the Evaluation Department is requesting that each staff member complete the attached questionnaire.

Teachers who serve a number of buildings will only have to complete a single questionnaire. However, it is very important to note differences between buildings if your answer to the question differs from building to building. For example, if scheduling is a problem at one of the two buildings you serve, please indicate which building it is a problem at and which building it is not a problem at.

Please answer all questions as completely as possible. <u>All individual responses will be kept confidential</u>! Return the questionnaire via interoffice mail to the Evaluation Department no later than December 13, 1993.

If you have any questions, please call Richard Claus at extension 307.

RNC/ms

Attachment

cc: Barry E. Quimper
Raul Rio

APPENDIX B

1993-94 STATE BILINGUAL/MIGRANT PROCESS QUESTIONNAIRE

Staff Member Completing: _____
Building(s) Served: _____
Date: _____

Please indicate the position(s) you serve in the Migrant/State Bilingual Program with a check mark:

_____ Teacher
_____ Advisor
_____ Aide

1. How many students per week do you serve by building and program?

Building	Number of Students	
	Migrant	State Bilingual
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total Students Served	_____	_____

2. In what subject areas do you assist Migrant students? _____
_____

3. In what subject areas do you assist State Bilingual students? _____
_____

If you serve **MIGRANT STUDENTS** please answer questions 4-7. If you serve **BILINGUAL STUDENTS** please answer questions 8-10. All staff members please answer questions 11-17.

Migrant

4. What percentage of your weekly time with Migrant students do you spend on each of the following:

Math ____%
Reading ____%
Study Skills ____%
Counseling/Guidance ____%
Other (_____) ____%
Please Specify

5. How do you monitor students' progress (both in the Migrant program and the regular education classroom)?

_____
_____

6. Do you have a listing of your students' CAT scores (Yes/No)? _____ If yes, please describe the primary ways you have used this information in your instruction.

_____
_____
_____

7. Considering all the school building sites you serve, which of them, if any, are inadequate in terms of space? Why is space inadequate at each of these particular sites?

Site(s)	Reason(s) Why Space Is A Concern?

State Bilingual

8. What percentage of your weekly time with Migrant students do you spend on each of the following:

Math ____%
Reading ____%
Study Skills ____%
Counseling/Guidance ____%
Other (_____) ____%
Please Specify

9. Out of the total number of Bilingual students you serve, how many students do you serve each week? _____

10. Considering all the school building sites you serve, which of them, if any, are inadequate in terms of space? Why is space inadequate at each of these particular sites?

Site(s)	Reason(s) Why Space Is A Concern?

State Bilingual and Migrant - Recent Actions to Change Program Operations

11. What self-initiated, new parent activities, if any, have you gotten underway this school year?

	Short Description	Site(s) Involved
Underway Activity 1		
Underway Activity 2		
Underway Activity 3		
Underway Activity 4		
Underway Activity 5		
Underway Activity 6		
Underway Activity 7		
Underway Activity 8		
Underway Activity 8		
Underway Activity 10		

12. What additional self-initiated, new parent activities, if any, do you have tentatively planned for the remainder of this school year?

	Short Description	Site(s) Involved
Planned Activity 1		
Planned Activity 2		
Planned Activity 3		
Planned Activity 4		
Planned Activity 5		
Planned Activity 6		
Planned Activity 7		
Planned Activity 8		
Planned Activity 9		
Planned Activity 10		
Planned Activity 11		
Planned Activity 12		
Planned Activity 13		
Planned Activity 14		
Planned Activity 15		

13. What parents have participated so far in your self-initiated parent activities this school year? Please give names, addresses, and phone numbers of these parents.

Parent Names	Address	Phone Number	School Child Attends

14. Currently there is available over $10,000 to purchase new instructional materials and supplies for the students for which you are serving. What materials and supplies would you suggest be ordered?

Amount	Name of Material/Supply	Supplier/Publisher

APPENDIX B

Future Program Improvement Ideas

15. As program resources shrink; hard decision have to be made relative to which grade levels we need to concentrate our instructional resources to get the greatest educational impact for our students. Given your present experiences so far this school year, what grade level(s) would concentrate the State Bilingual/Migrant program efforts? [Please circle the grade level(s) you would chose. Also please indicate with a circle the subject area(s) to be served; R=reading, L=language, M=mathematics, C=culture, and O=other (please specify).]

Grade Levels	Service Areas					Please Specify
PK	R	L	M	C	O	_____
K	R	L	M	C	O	_____
1	R	L	M	C	O	_____
2	R	L	M	C	O	_____
3	R	L	M	C	O	_____
4	R	L	M	C	O	_____
5	R	L	M	C	O	_____
6	R	L	M	C	O	_____
7	R	L	M	C	O	_____
8	R	L	M	C	O	_____
9	R	L	M	C	O	_____
10	R	L	M	C	O	_____
11	R	L	M	C	O	_____
12	R	L	M	C	O	_____

16. Center based programs such as adult basic education have been effective in meeting adult participants' educational needs. Do you think the State Bilingual/Migrant education program should use the services of this program in meeting needs of secondary State Bilingual/Migrant students? (Please circle one response below.)

Yes ... If yes, please explain _____
_____
_____

Undecided ... If undecided, please explain _____
_____
_____

No ... If no, please explain _____
_____
_____

17. In your opinion, what are the primary barriers to providing a better education to language minority/ migrant students?

_____
_____
_____
_____
_____
_____

Thank you for your cooperation in completing this questionnaire.

APPENDIX C

1993-94 STATE BILINGUAL/MIGRANT PROCESS QUESTIONNAIRE RESULTS

Teachers (N=5)
Advisor (N=1)
Aides (N=3)

1. How many students per week do you serve by building and program?

	Average Number of Students Served Per Staff Member		Limits of Number of Students Served Per Staff Member	
	Migrant	State Bilingual	Migrant	State Bilingual
Teachers	68	110	26-108	85-132
Advisor/Aides	27	13	16-35	6-27

2. In what subject areas do you assist Migrant students?

Subject Area	Teachers	Advisor/Aides
Reading	5	1
Math	5	3
Language Arts	4	1
Social Studies	3	2
Science	2	1
Spanish	1	1
English	-	2
History	-	1
Government	-	1
Economics	-	1
Counseling/Guidance	-	2
Study Skills	1	1

3. In what subject areas do you assist State Bilingual students?

Subject Area	Teachers	Advisor/Aides
Reading	5	3
Math	4	3
Language Arts	4	1
Social Studies	2	1
Science	1	2
Spanish	-	1
English	-	2
History	-	1
Government	-	1
Economics	-	1
Counseling/Guidance	-	2
Study Skills	1	1

APPENDIX C

If you serve **MIGRANT STUDENTS** please answer questions 4-7. If you serve **BILINGUAL STUDENTS** please answer questions 8-10. All staff members please answer questions 11-17.

Migrant

4. What percentage of your weekly time with Migrant students do you spend on each of the following:

	AVERAGE PERCENTAGE	
Subject Area	Teachers %	Advisor/Aides %
Math	8	26
Reading	71	23
Study Skills	4	5
Counseling/Guidance	6	35
Other:		
Home Visits	2	9
College	-	3
Language Arts	9	-

	LIMITS OF PERCENTAGE RANGE	
Subject Area	Teachers %	Advisor/Aides %
Math	5-20	0-70
Reading	60-80	0-20
Study Skills	0-5	0-10
Counseling/Guidance	5-10	5-80

5. How do you monitor students' progress (both in the Migrant program and the regular education classroom)?

Response	Teachers	Advisor/Aides
Meet regularly with classroom teacher	5	1
Attendance	3	1
Report cards	3	2
Progress reports (weekly)	-	2
California Achievement Test (CAT)	1	1
Keep in touch with students weekly	-	2
Work with students who do not do well	-	1
Teacher referrals	-	1

6. Do you have a listing of your students' CAT scores (Yes/No)? If yes, please describe the primary ways you have used this information in your instruction.

Response	Teachers	Advisor/Aides
Yes	5	3
No	-	1

Response	Teachers	Advisor/Aides
Low scores help with participation of students	1	1
Work with low scoring students	-	2
Guideline for students' needs in terms of instruction	5	0

7. Considering all the school building sites you serve, which of them, if any, are inadequate in terms of space? Why is space inadequate at each of these particular sites?

Site	Reason	Teachers	Advisor/Aides
C. Miller	No space for materials to be kept because I share the room with another teacher who stores her materials in that room.	1	-
North Middle	No space to work with students. Room is already small when two students are being instructed and there is no space to store materials.	2	1
Morley	I use a corner of the library. This location has limited light and allows noise from other teachers and student to interrupt instruction.	1	-
South Middle	It would be helpful if I had a classroom instead of the small office space during the time I am there with students.	1	-
Jerome	Lack of space is very distracting when you have to share the room with another staff member.	-	1
Stone	Room is very crowded with another's materials from the library.	-	1
Webber Middle	I have no space to work with students. I go into classrooms to work with students.	-	1
Central Middle	I work in Mrs. Bridgewater's office.	-	1

APPENDIX C

State Bilingual

8. What percentage of your weekly time with State Bilingual students do you spend on each of the following:

AVERAGE PERCENTAGE

Subject Area	Teachers %	Advisor/Aides %
Math	8	19
Reading	72	28
Study Skills	4	5
Counseling/Guidance	6	35
Other:		
Language Arts	8	-
Attendance	2	-
College	-	2
Parent contacts	-	8

LIMITS OF PERCENTAGE RANGE

Subject Area	Teachers %	Advisor/Aides %
Math	5-20	0-75
Reading	60-85	0-50
Study Skills	0	0-10
Counseling/Guidance	5-10	5-80

9. Out of the total number of Bilingual students you serve, how many students do you serve each week?

Response	Teachers	Advisor/Aides
All	-	4
73%	2	-
55%	1	-
No response	2	-

10. Considering all the school building sites you serve, which of them, if any, are inadequate in terms of space? Why is space inadequate at each of these particular sites?

Site	Reason	Teachers	Advisor/Aides
C. Miller	No space for materials to be kept because I share the room with another teacher who stores her materials in that room.	1	-
North Middle	No space to work with students. Room is already small when two students are being instructed and there is no space to store materials.	2	1
Morley	I use a corner of the library. This location has limited light and allows noise from other teachers and student to interrupt instruction.	1	-
South Middle	It would be helpful if I had a classroom instead of the small office space during the time I am there with students.	1	-
Jerome	Lack of space is very distracting when you have to share the room with another staff member.	-	1
Stone	Room is very crowded with another's materials from the library.	-	1
Webber Middle	I have no space to work with students. I go into classrooms to work with students.	-	1
Central Middle	I work in Mrs. Bridgewater's office.	-	1

State Bilingual and Migrant - Recent Actions to Change Program Operation

11. What self-initiated, new parent activities, if any, have you gotten underway this school year?

Activity	Teachers	Advisor/Aides
Lunch supervision	3	-
Operate ditto machine	1	-
Help with art projects*	1	-

*Activity took place in multiple buildings under guidance of a single staff member.

11. Continued

Activity	Teachers	Advisor/Adies
Parenting inservice*	2	-
Popcorn sale/fund raising*	2	1
Pupil services - volunteers for functions	1	-
Latino Club/Asian Culture Club	1	1
Implement technical education	1	-
Volunteer as school coaches	1	-
Class involvement	1	-
Parents assist in early childhood/kindergarten	2	-
Help in RIF	1	-
Parent meetings*	1	-
Volunteers in classrooms	1	-
Helps in bilingual classroom	1	-
Helps in kitchen	1	-
Send pot of tamales for activity	1	-
Speech therapy	-	1
Student discussions	-	1
Session on how to fill financial aid forms	-	1
Session on how to find scholarships	-	1
Parents involved in school activities*	-	2
Student homework*	-	1
Parents involved with counselors*	-	1
Attitude and behavior discussions*	-	1

12. What additional self-initiated, new parent activities, if any, do you have tentatively planned for the remainder of this school year?

Activity	Teachers	Advisor/Adies
Teach Spanish Christmas songs with parents' help in sing along program*	2	-
Parent visits for coffee and sweets	1	-
Parental discussion session of concerns about child's education with principal present*	1	2
Spanish Club/Hmong Club	1	1
Parenting*	1	-
Advisory council	1	-
Planning luncheon for staff	1	-
Reading recovery volunteers*	1	-
Parents assist students with homework*	2	-
Parent "Make-and-Take" workshop*	1	-

*Activity took place in multiple buildings under guidance of a single staff member.

12. Continued

Activity	Teachers	Advisor/Adies
Help make costumes for Cinco de Mayo	1	-
Use parents as guest speakers*	1	-
Asian Pacific Heritage Month	-	1
After school program*	-	1
Culture show*	-	3
Eggroll sale	-	1
Culture dance*	-	1
Culture play*	-	1
Field trip for Hmong Culture Club	-	1
Talk with counselors*	-	1
Talk with teachers*	-	1
Volunteers in classroom*	-	1

13. What parents have participated so far in your self-initiated parent activities this school year? Please give names, addresses, and phone numbers of these parents.

	AVERAGE NUMBER OF PARENTS	
Level	Teachers	Advisor/Aides
Elementary	5	2
Middle	1	1
High School	1	3

	LIMIT OF NUMBER OF PARENTS	
Level	Teachers	Advisor/Aides
Elementary	2-8	0-9
Middle	0-1	0-4
High School	0-1	0-6

*Activity to take place in multiple buildings under guidance of a single staff member.

APPENDIX C

14. Currently there is available over $10,000 to purchase new instructional materials and supplies for the students for which you are serving. What materials and supplies would you suggest be ordered?

Materials/Supplies	Teachers	Advisor/Aides
Hooked on Phonics	4	1
Global Awareness Program #IP.26-8	2	-
Teacher's Holiday Helper #IP 190-2W	3	-
Special Plays for Special Days #IP 194-4	2	-
The Real Happy Ever After Book #IP 66-8	1	-
The Media Mouse Collection of Awards and Incentives	2	-
La Navida N68	3	-
Hispanics of Achievement	3	-
Picture & Letter Cards K-4 CPC 59	3	-
English Grammar Card	1	1
English Step-by-Step Workbook	1	1
English Step-by-Step	1	1
Barron's Educational Series (BES): Reading Comprehension & Vocabulary Workbook	1	-
BES: Most Commonly Used English Verbs	1	1
BES: Structure Practice in Context	1	-
BES: Graded Exercises in English	1	-
A Power of Ten	1	-
Probability Lab	1	-
Sunshine Level 1 Read - Together (6 each of 16 titles)	1	-
Sloppy Tiger - 6 pack	1	-
The Big Family - 6 pack	1	-
Rhymes to Read - I Dream - 6 pack	1	-
Rhymes fo Read - Now I Am - 6 pack	1	-
Sunshine Level 1 Fact & Fantasy Pupil Books - 24 titles	1	-
Now I Am Six - 6 pack	1	-
Changing Days - 6 pack	1	-
A Different World - 6 pack	1	-
You Are Special - 6 pack	1	-
Story Writing Cards K-4 CPC 60	1	-
Word Opposites FS-8523	-	1
Read & Write Long Vowels FS-8443	-	1
Comprehensive Skills IF 0515 Level 3	-	1
Comprehensive Skills IF 0516 Level 4	-	1
Comprehensive Skills IF 0517 Level 5	-	1
Language Skills IF 0522 Level 4	-	1
Language Skills IF 0523 Level 5	-	1
Fractions, Geometry & Measurement FS-1712	-	1
Using Context Clues FS 8538	-	1
Grammar IFS 8729 (1-2)	-	1
Grammar IFS 8730 (3-4)	-	1
Grammar IFS 8731 (5-6)	-	1

APPENDIX C

14. Continued

Materials/Supplies	Teachers	Advisor/Aides
Anodized Aluminum Frame & Blackboard J4-2423	-	1
Comprehensive Middle Grades Program IP #259.4	-	1
Level I Program IP #259.1	-	1
Level II Program IP #259.2	-	1
Level III Program IP #259.3	-	1
Middle Grade Advisory Education With a Heart JP #259.5	-	1
Operation Orientation IP #250.5	-	1
School Spirit & Self-Esteem Bulletin Boards IP #112.4	-	1
Science Yellow Pages for Students and Teachers IP #89.2W	-	1
Math Yellow Pages for Students and Teachers IP #89.0W	-	1
U.S. Social Studies Yellow Pages for Students and Teachers IP #267.7	-	1
World Yellow Pages for Students and Teachers IP #268.5	-	1
Daily Journal Writing Exploros 190.4W	-	1
Writing Yellow Pages for Students and Teachers IP #89.3W	- 1	1
Writing Survival Skills IP #192.1W	-	1
Think Book IP #190.1W	-	1
American Streamline Departure	-	1
Crossroads 1,2,3,4	-	1
Toefl Reading Comprehension & Vocabulary	-	1
English Picture Dictionary	-	1
Essentials of English	-	1
Lado English Series I	-	1
Lado English Series 2	-	1
Dixon Grade Exercise in English	-	1
Photo Dictionary	-	1
Building Bridge	-	1
Structure Practice in Context	-	1

APPENDIX C

Future Program Improvement Ideas

15. As program resources shrink; hard decisions have to be made relative to which grade levels we need to concentrate our instructional resources to get the greatest educational impact for our students. Given your present experiences so far this school year, what grade level(s) would concentrate the State Bilingual/Migrant program efforts? [Please circle the grade level(s) you would choose. Also please indicate with a circle the subject area(s) to be served; R=reading, L=language, M=mathematics, C=culture, and O=other (please specify).]

TEACHERS

Grade Levels	Service Areas					
	R	L	M	C	Reading Recovery	Literacy Group
PK	1	1	1	3		
K	5	4	4	3		
1	5	4	4	3	1	
2	5	4	4	3		1
3	3	3	1	3		
4	2	2	-	2		
5	2	2	-	2		
6	3	3	2	2		
7	3	3	2	2		
8	2	2	1	1		
9	-	-	-	-		
10	-	-	-	-		
11	-	-	-	-		
12	-	-	-	-		

ADVISOR/AIDES

Grade Levels	Service Areas							
	R	L	M	C	Counseling	Self-Confidence	Self-Respect	Self-Esteem
PK	-	1	-	-				
K	-	1	-	-				
1	1	1	-	1				
2	1	1	-	1				
3	1	1	1	1				
4	1	1	1	1				
5	1	1	1	1				
6	3	1	1	2	1	1	1	1
7	3	1	1	2	1	1	1	1
8	3	1	1	2	1	1	1	1
9	1	-	1	1		1	1	1
10	1	-	1	1		1	1	1
11	-	1	1	-				
12	-	-	-	-				

16. Center based programs such as adult basic education have been effective in meeting adult participants' needs. Do you think the State Bilingual/Migrant education program should use the services of this program in meeting needs of secondary State Bilingual/Migrant students? (Please circle one response below.)

Response	Teachers	Advisor/Aides
Yes	4	2
Undecided	-	-
No	1	2

17. In your opinion, what are the primary barriers to providing a better education to language minority/migrant students?

Response	Teachers	Advisor/Aides
Lack of staff	3	1
Not enough instructional time	5	2
Lack of up-to-date teaching materials	1	-
Need for bilingual counselors in elementary schools	1	-
Too much politics for a limited English proficient student who enters in middle or high school years to get a good education	-	1
Lack of sensitive personnel	-	1
Lack of funds	-	2
Lack of programs	-	1